**Sumter County School District**

**English Language Arts**

**5th Grade Pacing Guide**



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| **5th Grade Recurring Standards**  |
| * R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
* R2. Use context clues to determine meanings of unfamiliar spoken or written words.
* R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
* R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
* R5. Identify and explain literary devices in prose and poetry.
* R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.
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|  **Unit 1**  |
| **1st Nine Weeks**  | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  | **Resources**  |
|   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/** **Reading**  | **Writing**  | **Grammar**  |   |
| **Getting Started** **Week 1**  | **Review** **Activate Prior Knowledge**  |   | **Ask & Answer Questions**  |   | **Set up Writing Journal**  |   | **Distribute all reading materials**  |
| **Lesson 1** **(2 weeks)**  **Week 1** **Week 2**  | Words with /oo/ spelled oo,u, u\_e, ew, and ue /ow/, /aw/, /oi/  | Prefix- pre, non Suffix- ness, ment  | Predicting and Clarifying  Identify Causes and Effects in Story Details Make Inferences Using Details Story Elements: Character and Plot    | The Marble Champ Pg 18   | Persuasive   | Identify Nouns and Pronouns  | U1L1 Assessment  [U1L1-Marble Champ Vocabulary and Word Analysis](https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/105/5%201.2%20Marble%20Champ%20Q%20and%20A.pdf)  [Compare and Contrast Characters](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c002_compare_a_character.pdf)  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook  |
| **Lesson 2** **(2 weeks)**  **Week 3** **Week 4**  | Closed Syllable  | Latin Roots: loc, flect, cycl, phon  | Asking Questions Making Connections Main Idea Sequence  | Queen of the Track: Alice Coachman Pg 32 [Queen of the Track Weekly Story](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/queen_of_the_track_story.pdf)  | Writing an argument to persuade  | Identify Verbs  | U1L2 Assessment  [Lesson 2 Overview](https://content.myconnectsuite.com/api/documents/764d0702b71147d9bee895064a56c105.pdf)  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 3** **(1 week)**  **Week 5**  | Open Syllables  | Suffix: -ize, -ance, -ence  | Summarizing Clarifying Fact and Opinion Classify and Categorize Author’s Purpose Text Feature: Headings  | One Small Step  pg 48   | Write an argument to persuade  | Adjectives and Adverbs  | U1L3 Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 4** **(2 weeks)**  **Week 6** **Week 7**  | n/a  | Greek Roots: logos, graph  | Visualizing Predicting Making Inferences Compare and Contrast  | The Great Serum Race  Pg 66  [Great Serum Race](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/great_serum_race.pdf)  | Persuasive Writing  | Direct Objects  | [Lesson 4 Overview](https://content.myconnectsuite.com/api/documents/8d90247ac87849ce97e9201451218928.pdf)  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 5** **(1 week)**  **Week 8**   | Consonant + le syllables  | Prefixes: con-, mid  | Clarifying Predicting Cause and Effect Making Inferences  | Hatchet (pt 1)  |   | n/a  | U1L5 Assessment [Cause and Effect Sentences](https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/623/Cause%20Effect%20Sentences.pdf)  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook  |
| **Lesson 6**  **Week 9**  | Review Unit 1  | Review  | Review  | Hatchet (pt 2)  | Review  |   | U1L6 Weekly Assessment  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Unit 1 Standards**  | ELA21.5.2, ELA21.5.3, ELA 21.5.4, ELA21.5.12, ELA21.5.12e, ELA 21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.24a, ELA21.5.24b, ELA21.5.6, ELA21.5.9d,ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.39a,ELA21.5.39b,ELA21.5.39c   |   |

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| **Unit 2**  |
| **2nd Nine Weeks**  | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  | **Resources**  |
|   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/Reading**  | **Writing**  | **Grammar**  |   |
| **Lesson 1**  **Week 1**  | n/a  | Suffixes: -ant, -ent, -al, -ail  | Asking Questions Making Connections Main Idea Fact Opinion  | Monsoons Pg 121  | Informatioal Text  | Capitalization  | U1L1 Monsoons Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 2**  **Week 2**  | n/a  | Hyphenated Compound Words Suffixes -ic, -ical  | Clarifying Summarizing Cause and Effect Classifying and Categorizing Author’s Purpose  | Making Waves Pg 136  | Informational Text  | Grammar, Usage, and Mechanics: Sentence Types, End Punctuation, and Simple Sentence  | U1L2 Making Waves Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 3** **(2 weeks)**  **Week 3** **Week 4**  | n/a  | Suffixes -age, -an, -ery  | Making Connections Asking Questions Predicting Compare and Contrast Sequence Making Inferences  | “ The Search for the Mysterious Patriot” pg.495  | Informational  Text  | Conjunctions  | U1L3 Mysterious Patriot Assessment  OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 4**  | n/a  | Latin Roots claim/clam, jud/jur/jus  | Making Connections Clarifying Summarizing Main Idea Classify and Categorize Cause and Effect Point of View Figurative Language  |   | Informational Text  | Compound Sentences  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 5**  | n/a  |   |   |   |   | Commas  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 6**  | n/a  |   |   |   |   | Review  | Unit Test  |
| **Unit Stanards**  | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.19, ELA21.5.20, ELA21.5.21,ELA21.5.24a, ELA21.5.24b, ELA21.5.25, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.34, ELA21.5.39, ELA21.5.40   |

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|   | **Unit 3**  |   |   |
|   |   | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  |   |
|   |   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/Reading**  | **Writing**  | **Grammar**  | **Resources**  |
|   | **Lesson 1**   | n/a  | Prefix: -inter Suffix: -ish, -ism Greek Root: chron  | Visualizing Predicting Cause and Effect Fact and Opinion  | One Fantastic Journey: Nellie Bly  | Fictional Narratives  | Complex Sentences  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
|   | **Lesson 2**  | n/a  | Latin Roots: vac, grad/gress, meter  | Asking Questions Summarizing Classify and Categorize Sequence  | The Pot the Juan Built Pg 258 [The Pot that Juan Built Story](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/pot_juan_built_story.pdf)  | Fictional Narratives  | Participial Phrases  | U1L2 Assessment [Supplemental Teacher's Guide](https://www.leeandlow.com/wp-content/uploads/2024/07/The%20Pot%20That%20Juan%20Built%20Teacher%27s%20Guide.pdf)   |
|   | **Lesson 3**  | n/a  | Suffix: -ous/eous/ious Greek Root: oynm  | Visualizing/Clarifying Making Inferences Compare and Contrast Point of View Setting  | Heading Home Pg 264  | Fictional Narratives   | Subject/Verb  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
|   | **Lesson 4**  | n/a  | Prefix: anit, de, super, trans  | Clarifying Visualizing Sequence Main Ideas  | The House that Baba Built Pg 284  | Fictional Narratives   | Run-On Sentences/ Fragments  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
|   | **Lesson 5**  | n/a  | Latin Root: bio, aut, rupt  | Making Connections Answering Questions Compare and Contrast Fact and Opinion Point of View Characters  | Just 17 Syllables Pg 312  | Fictional Narratives   | Irregular Nouns & Irregular Verbs  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
|   | **Lesson 6**  | n/a  | Review  Unit 3  |   | My Librarian is a Camel  |   | Review  Unit 3 Lessons 1-5  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
|   | **Unit Standards**  | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA.21.5.22, ELA21.5.21, ELA21.5.24, ELA.21.5.17, ELA21.5.19, ELA21.5.6, ELA21.5.9d, ELA21.5.35, ELA21.5.7, ELA21.5.9c, ELA21.5.14, ELA21.5.31, ELA21.5.39, ELA21.5.40  |   |   |  |
| **Unit 4**  |  |
|   | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  |   |  |
|   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/** **Reading**  | **Writing**  | **Grammar**  | **Resources**  |  |
| **Lesson 1**   | n/a  | Prefixes il-, im-, in-, and ir   | Summarizing Predicting Clarifying Cause and Effect Main Idea and Details  | Midnight Forest pg 352  | Expository Writing  | Possessive Nouns & Pronouns  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Lesson 2**  | n/a  | Greek Root nav; Prefix e-; Suffix ‑ive  | Summarizing Making Connections/Asking Questions Main Idea and Details  | “John Muir- America’s Naturalist” pg.369  | Expository  Writing  | Verbs Tenses  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Lesson 3**  | n/a   | Latin Roots cred, ordin/ord, anim, and imag  | Summarizing Predicting Making Connections Main Idea and Details Cause and Effect Classify and Categorize  | Alejandro’s Gift” pg. 384  |   | Punctuation  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Lesson 4**  | n/a   | Greek Root path; Latin Roots mem, scrib/script  | Summarizing Making Connections Clarifying Compare and Contrast Cause and Effect  | “Why is the World Green” pg. 400  |   | Colon & Semicolons  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Lesson 5**  | n/a   | Prefixes en-, per-, and semi  | Visualizing Predicting Fact and Opinion, Making Inferences, Compare and Contrast, Point of View, Characterization, and Setting  | “The Mystery of Washington Park” pg.415  |   | Punctuation & Titles of Works  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Lesson 6**  | n/a   | Review  | Review Unit 4 Lesson 1-5  | What’s the Buzz  pg 438  |   |   | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |  |
| **Unit Standards**  | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.22, ELA21.5.21, ELA21.5.24, ELA21.5.12a, ELA21.5.12b, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.40  |  |

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| **Unit 5**  |
|   | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  |   |
|   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/Reading**  | **Writing**  | **Grammar**  | **Resources**  |
| **Lesson 1**   |   | Suffixes ‑ology, ‑ist  | Clarifying Summarizing Predicting Classify and Categorize Main Idea and Details Cause and Effect Point of View  | “The Starving Time” pg. 453  | Persuasive Essay  | Interjections  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 2**  | n/a  | Greek Roots gram, soph, mech, poli  | Making Connections/Predicting Sequence Making Inferences Main Idea and Details Point of View Character/Setting  | “A Spy by Chance” pg.485  | Persuasive Essay  | Demonstrative, Indefinite, Reflexive, and Relative Pronouns  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 3**  | n/a  | Suffixes -age, -an, -ery  | Making Connections Asking Questions Predicting Compare and Contrast Sequence Making Inferences  | “The Search for the Mysterious Patriot” pg.495  | Persuasive Essay  | Comparative & Superlative Adjectives & Adverbs  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 4**  | n/a  | Latin Roots claim/clam, jud/jur/jus  | Making Connections Clarifying Summarizing Main Idea Classify and Categorize Cause and Effect Point of View Figurative Language  | “Thomas Jefferson Grows a Nation” pg. 530  |   |   | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 5**  | n/a  |   |   | “Abraham Lincoln and Fredrick Douglas” pg. 543  | Persuasive Essay  | Misused Word  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 6**  | n/a  | Prefixes non-, pre-, con-, mid-; Suffixes ‑ness, ‑ment, ‑ize, ‑ance/‑ence  | Review Unit 5 Lesson 1-5  | REVIEW UNIT 5 Lessons 1-5 “Building the Transcontinental Railroad” pg. 577  | Persuasive Essay  | REVIEW Unit 5 Lessons 1-5  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Unit 5 Standards**  | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.22, ELA21.5.21, ELA21.5.24, ELA21.5.12a, ELA21.5.12b, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.40  |

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| **Unit 6**  |
|   | **Foundational Skills**  | **Reading and Responding**  | **Language Arts**  |   |
|   | **Phonics**  | **Word Analysis**  | **Comprehension**  | **Literature/** **Reading**  | **Writing**  | **Grammar**  | **Resources**  |
| **Lesson 1**   | n/a  | Prefixes: non-, pre-, con-, mid-; Suffixes ness, ment, ize, ance/ence  | Visualizing/Predicting/Sum marizing Main Idea Cause and Effect Making Inferences Character/Setting Point of View  | Art Works pg 584  | Use Historical Fiction to create a Narrative Writing  | Nouns, Pronouns, Verbs, Adjectives, Adverbs, Direct Objects, Prepositions, and Prepositional Phrases  | U6L1 Art Works OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 2**  | n/a  | Suffixes -al/-ial, -ant/-ent, -ic/-ical, -ity, -tion/-ation/-ition; Hyphenated Compound Words  | Clarifying Visualizing Predicting Making inferences Cause and effect Compare and contrast Character/Plot Point of view  | “The Storyteller” Pg. 606  | Use Historical Fiction to create a Narrative Writing  | Capitalization, Sentence Types, Conjunctions, Commas  | OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 3**  | n/a  | Prefixes anti-, de-, super-, trans-, inter-; Suffixes ous/eous/ious, ish, ism  | Clarifying Making connections Visualizing Cause and effect Main idea and details Compare and contrast  | “More Than Meets the Eye” pg 621  |   | Complex Sentences, Participial Phrases, Subject/Verb Agreement, Irregular Nouns and Verbs, Run-Ons, and Sentence Fragments  | U6L3 Weekly Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 4**  |   | Prefixes: il-, im-, in-, ir-, e-, en-, per-, semi-; Review Suffix ive  | Clarifying Predicting Making connections Making inferences Sequence Compare and contrast Character, Plot Figurative Language  | “The Last Leaf” pg. 647  |   | Possessives, Verb Tenses, Punctuation in Dialogue, Colons, Semicolons, and Punctuation for Titles of Works  | U6L4 Weekly Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 5**  |   | Prefixes con- and mid-  | Q & A Sessions, Clarifying Misconcepts, Making connections and Inferences, Identifying the Main idea and supporting details, Comparing and Contrasting  | “The Voice That Challenged a Nation” pg 669  |   |   | U1l5 Weekly Assessment OpenCourt Reading Book Open Court Practice Skills Open Court Language Arts Handbook   |
| **Lesson 6**  | Review Unit 6  | Review Unit 6  | Review Unit 6  | REVIEW Unit 6 Lessons 1-5 “The Voice That Challenged a Nation” pg. 685  |   |   | Unit 6 Assessment  |
| **Unit 6 Standards:**  |   |

 **6th Grade ELA Pacing Guide**

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| **Focus**   | **1st Nine Weeks**   | **2nd Nine Weeks**   | **3rd Nine Weeks**   | **4th Nine Weeks**   | **Resources** |
| **Grammar** R6   | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  The eleven comma rules  Fragments  Simple, compound, and complex sentences.   | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  The semi-colon  Formal Writing  Simple, compound, and complex sentences   | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project   | Review and give a quiz/assessment on all grammar conventions taught throughout the year   | [No red ink](https://noredink.com)[Grammar practice exercises](https://chompchomp.com)[Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature/Reading**   | **Major Literary Piece:** Read, analyze, write about, and discuss the *Piecing Me Together* b*y* Renee Watson (**weeks 1-3)** Complete the accordion project   Short Story Unit“Thank You Ma’am”, “The Gift of The Magi”, “The Lottery”, “Tell Tale Heart”, and “The Ransom of Red Chief”.**(weeks 4-5)** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict    Informational texts**(weeks 7-8)** “My Disabilities Do Not Define Me. I am Jim”, “Shhh, your washing machine might overhear you”, “Beyounce’s new album sparks debate about the politics of music sampling”, and “Why is my ice cream cone so expensive? An inflation explainer”.  Review/Assessment **(week 9)**     | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*The Wizard of Oz* by Jennifer Reif (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, write about, and discuss poetry. **(weeks 4-5)**   Poems by: “Mother to Son”, “I, Too”, “A Bird Came Down the Walk”, “Harlem”, and “Daybreak in Alabama”.  Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment **(week 9)**     | **Major Literary Piece:**  (**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Poetry Project:** Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio. (**weeks 7-8**)   | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices (weeks 6-8)    Semester Review/Assessment (**week 9**)   | [Dialectical journals](https://sumterk12alus-my.sharepoint.com/%3Aw%3A/r/personal/mhampton_sumter_k12_al_us/Documents/Dialectical%20Journal.docx?d=w832df550eaf04105b677f86461737f79&csf=1&web=1&e=Nqg3VP)[Vocabulary for Piecing Me Together](https://www.vocabulary.com/lists/6ijvdjx2/piecing-me-together) [TPCASTT Poetry Analysis](https://sumterk12alus-my.sharepoint.com/%3Aw%3A/r/personal/mhampton_sumter_k12_al_us/_layouts/15/Doc.aspx?sourcedoc=%7B1EDAE0F4-ED77-4234-B5E4-72ECEF52A180%7D&file=TPCASTT.docx&action=default&mobileredirect=true&wdOrigin=PdfToDocxConversion-Word%20Web)  |
| **Writing**   | **The Narrative Essay:** Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)**   | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)**   | **The Annotated Bibliography:** Students will research and report on the benefits and dangers of TikTok. | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.**   | [Argumentative Prompts](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html)**Suggested Narrative Prompts:** Write about your happiest moment, or your scariest moment, or your favorite pastime, or your favorite vacation spot. |
| **Standards**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   |  |

**7th Grade ELA Pacing Guide**

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| **Focus**   | **1st Nine Weeks**   | **2nd Nine Weeks**   | **3rd Nine Weeks**   | **4th Nine Weeks**   |  **Resources** |
| **Grammar**  **(R6)**   | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  The eleven comma rules  Fragments  Simple, compound, and complex sentences.   | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  The semi-colon  Formal Writing  Simple, compound, and complex sentences   | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project   | Review and give a quiz/assessment on all grammar conventions taught throughout the year   |  [No red ink](https://noredink.com)[Grammar practice exercises](https://chompchomp.com)[Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature/Reading**   | **Major Literary Piece:** Read, analyze, write about, and discuss the *The Narrative of the Life of Frederick Douglass* (**weeks 1-3)** Complete the accordion project   Short Story Unit **( Feminism theme) Stories by Flannery O’Connor, Charlotte Perkins, Kate Chopin, Arna Bontemps** **(weeks 4-5)** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict    Informational texts**(weeks 7-8)**    Review/Assessment**(week 9)**     | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*Trifles* by Susan Glaspell (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, and write poetry, creating a poetry portfolio. **(weeks 4-5)**   Poems by: Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Emily Dickinson, St. Millay  Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment **(week 9)**     | **Major Literary Piece:**  Research career topics, learn the research process using AVL.(**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Poetry Project:** Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio.  (**weeks 7-8**)   | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices (weeks 6-8)    Semester Review/Assessment (**week 9**)   | [Sanctum Dialectical Journal.docx](https://sumterk12alus-my.sharepoint.com/%3Aw%3A/r/personal/mhampton_sumter_k12_al_us/Documents/Sanctum%20Dialectical%20Journal.docx?d=w1c5015ca068a4cf99a57223eaf980bdb&csf=1&web=1&e=buKncg)  |
| **Writing**   | **The Narrative Essay:** Students will plan, revise, edit, and produce   a final product**.      (weeks 8-9)****Suggested Narrative Prompts:** Write about your happiest moment, or your scariest moment, or your favorite pastime, or your favorite vacation spot.   | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)**   | **The Annotated Bibliography:** Students will research the pros and cons of Tik Tok on adolescents  | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.**   | [Argumentative Prompts](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html) |
| **Standards**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   |  |

**8th Grade ELA Pacing Guide**

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| **Focus**   | **1st Nine Weeks**   | **2nd Nine Weeks**   | **3rd Nine Weeks**   | **4th Nine Weeks**   |  |
| **Grammar**  **(R6)**   | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  Comma rules  Fragments  Simple, compound, and complex sentences.   | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  semi-colon rules  Formal Writing  Simple, compound, and complex sentences   | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project (teacher’s choice) | Review and give a quiz/assessment on all grammar conventions taught throughout the year   |  [No red ink](https://noredink.com)[Grammar practice exercises](https://chompchomp.com)[Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
|  | **Major Literary Piece:** Read, analyze, write about, and discuss” The Outsiders” **(weeks 4-5) Read**, analyze, write about, and discuss figurative language found in the novel: simile, metaphor, personification, hyperbole, imagery, and symbolismShort Story Unit (**weeks 5-6**)“The Monkey’s Paw”, “The Gift of the Magi”, ”The Necklace” The Lady or the Tiger”  Informational texts**(weeks 7-8)**    Review/Assessment**(week 9)**     | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*A Raisin in the Sun”* (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, and write poetry, creating a poetry portfolio. **(weeks 4-5)**   Poems: “The Road Not Taken”, “And Still I Rise”, “Mother to Son”, “Friend”, “Death Be Not Proud”. Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment **(week 9)**     | **Major Literary Piece:**  (**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Poetry Project:** Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio. (**weeks 7-8**)   | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices **(weeks 6-8)**Semester Review/Assessment (**week 9**)   | [Dialectical Journal](file:///D%3A%5CDialectical%20Journal%20for%20The%20Outsiders%20by.docx)[Vocabulary for *The Outsiders*](https://www.vocabulary.com/lists/mexjffmh/outsiders) |
| **Writing**   | **The Narrative Essay:** Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)**  | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)**   | **The Annotated Bibliography:** Students will research potential careers and determine requirements for obtaining the career of their choice along with the average pay, and occupational outlook.   | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.**   |  |
| **Standards**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   | **R1 – R7**   |  |

**9th Grade ELA Pacing Guide**

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| **Focus**  | **1st Nine Weeks**  | **2nd Nine Weeks**  | **3rd Nine Weeks**  | **4th Nine Weeks**  | **Resources**  |
| **Grammar**  | Parts of Speech Sentence Structure S-V Agreement Informal Writing The eleven comma rules Fragments Simple, compound, and complex sentences.  | P-A Agreement Active/Passive Voice Sentence Structure S-V Agreement    w/phrases The semi-colon Formal Writing Simple, compound, and complex sentences  | The Five brush strokes Commonly confused words Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.  Grammar Project  | Review and give a quiz/assessment on all grammar conventions taught throughout the year  |  [No red ink](https://noredink.com)[Grammar practice exercises](https://chompchomp.com)[Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature**  | **Major Literary Piece:** Read, analyze, write about, and discuss the autobiography *The Pact* by Drs. Sampson Davis, George Jenkins, and Rameck Hunt Literary Devices: Foreshadowing, cliché, characterization, foil, conflict, allusion, epiphany, analogy (**weeks 1-4)**  Short Story Unit **(weeks 5-6)** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict  Informational texts **(weeks 7-8)**  Review/Assessment **(week 9)**   | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*Romeo and Juliet* by William Shakespeare (**weeks 1-3**)  C:\Users\mhampton\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A97A0D57.tmp**Poetry Unit:** Students will read, analyze, and poetry, creating a poetry portfolio. **(weeks 4-5)**  Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**  Review/Assessment **(week 9)**   | **Major Literary Piece:** Research career topics, learn the research process using AVL.(**weeks 1-4**)  Grammar Project (**weeks 5-6**)  **Short Story Unit:** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict (**weeks 7-8**)  | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)  Grammar Review **(week 5)**  Review Literary Devices (weeks 6-8)  Semester Review/Assessment (**week 9**)  |  [The Pact Teaching Unit](https://teachers.ucsf.edu/pact#:~:text=Chapter%201%20Dreaming%20Big%20%2D%20George,10%20A%20Different%20World%20%2D%20Rameck) Dialectical Journal |
| **Writing**  | **The Narrative Essay:** Students will plan, revise, edit, and produce   a final product**.      (weeks 8-9)**  | **The Descriptive Essay:** Students will plan, revise, edit, and produce a final product**.     (weeks 8-9)**  | **The Annotated Bibliography:** Students will research potential careers and determine requirements for obtaining the career of their choice along with the average pay, and occupational outlook.  | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.**  |   |
| **Standards**  | **R1 – R7**  | **R1 – R7**  | **R1 – R7**  | **R1 – R7**  |   |